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ABSTRACT

In fall 1984-85, a study of high school seniors in Alaska was conducted to determine the students' opinions of their high school experience, their need for additional assistance in selected academic and career planning areas, and to obtain general demographic data and information on students' plans after graduation. A 16-item questionnaire was sent to all 207 Alaska public and private schools identified as having seniors in attendance. Based on responses from 3,206 of the estimated 6,068 students enrolled in the twelfth grade in Alaska, study findings revealed: (1) 35.2% of the respondents identified athletic and recreational facilities as outstanding in their high schools and 33.9% saw counseling and guidance services as outstanding; (2) 27.9%, 20.3%, and 25.0% of the respondents identified school rules, laboratory facilities, and counseling and guidance services as poor; (3) 50.4% of the seniors expressed the need for assistance in deciding on a career/education and 50.3% in improving math skills; (4) 45.9% of the seniors planned to attend a four-year college after graduation, 10.2% to attend a two-year college, and 12.1% to get a full-time job; (5) the most popular choices for seniors in terms of occupational preference were for business management and education; and (6) 35.0% of those seniors planning to pursue postsecondary education intended to enroll in Alaska, 13.3% in California, and 11.7% in Washington. (HB)

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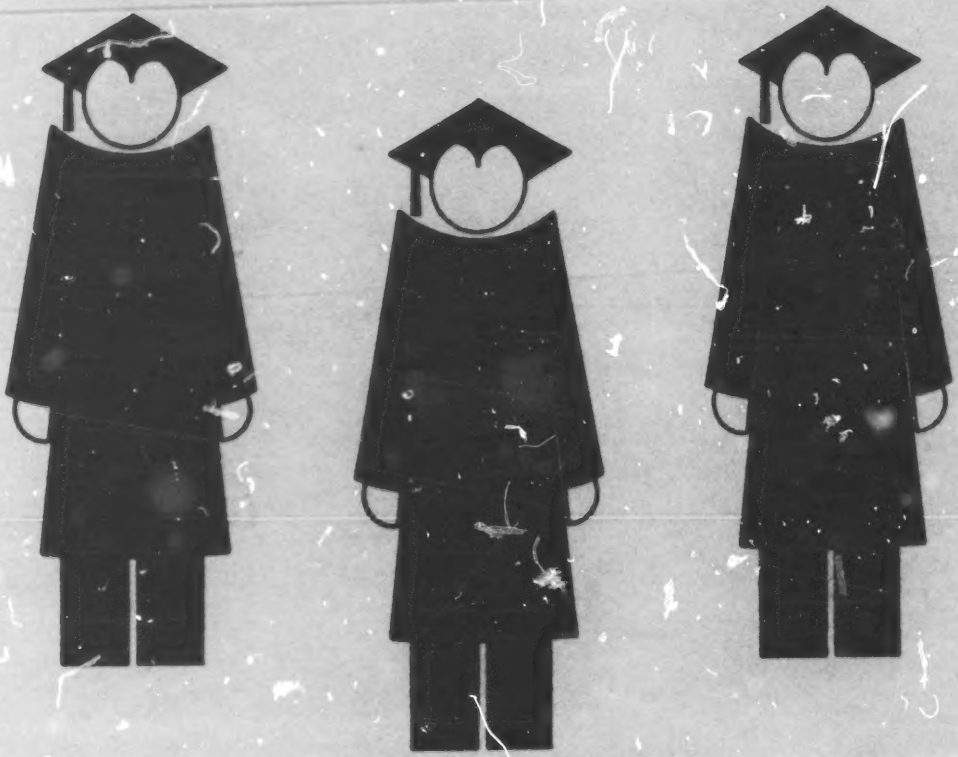

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Alaska Commission on Postsecondary Education

1984-85

ALASKA HIGH SCHOOL SENIORS SURVEY REPORT

APRIL, 1985

Alaska Commission on Postsecondary Education
Pouch FP, 400 Willoughby Avenue
Juneau, Alaska 99811

Document Number 85-4

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INTRODUCTION

Over the past several years, large numbers of Alaska's high school seniors have looked "outside" for pursuit of postsecondary education. In an effort to document this pattern and to try to understand the underlying motivations, this annual survey of Alaska's seniors has developed. The first survey report was published for the 1977-78 academic year; this report represents the eighth in the series.

During the fall of the 1984-85 school year, Alaska high school seniors were asked their opinions of their overall high school experience, their need for additional assistance in selected academic and career planning areas, and general demographic information, as well as what they planned to do after high school graduation. Survey results can be used for administrative and academic planning within the State and for improving student counseling and advisement.

METHODOLOGY

A written questionnaire, consisting of sixteen questions, was sent to all 207 Alaska public and private schools identified as having seniors in attendance.

For 1984-85, it was estimated that there were 6,068 students enrolled in the twelfth grade in Alaska. Of these 6,068 seniors, 3,206, or 53 percent, responded to this survey. Slightly more than a third (1,242, or 38 percent) were seniors enrolled in Anchorage area schools. Students from Fairbanks accounted for 9 percent, Juneau for 5 percent, and the remainder of the students in the State accounted for 48 percent.

Four general groupings of questions were included in the questionnaire. These were:

1. those describing demographic characteristics of the student (sex, race, primary home language, income, etc.);
2. those describing the high school experiences of the student (evaluation of school experiences, and identification of possible areas of weakness);
3. those describing the postsecondary plans of the respondent (occupational choices, choice of college, post high school plans, etc.); and
4. those describing the more detailed plans of that group of respondents planning to pursue some type of postsecondary education.

RESULTS AND ANALYSIS

A. Demographic Data

The demographic data indicate that the students who responded are a representative sample of the general senior population. This conclusion is based upon previous senior surveys and current year estimates and projections. Approximately half the respondents were male (51 percent) and half were female (49 percent); 70 percent were Caucasian, 19 percent were Alaska Native, 3 percent were Black, and small percentages were Oriental, Hispanic, or other; 87 percent indicated annual family incomes of $15,000 or more; 74 percent indicated annual family incomes of $25,000 or more; and 93 percent were from homes where English is the primary language spoken. (Details of these results are presented in Appendix B, Tables 22 to 30).

B. High School Experience

Ranking of High School Experiences. Respondents were requested to evaluate various aspects of their high school experiences using the following descriptors: outstanding, average, poor, or not provided. Those characteristics receiving the highest number of "outstanding" responses were: Athletic and Recreational Facilities, Counseling and Guidance Services, Library and Learning Center Facilities, and Vocational Training, as indicated in Table 1. This response is remarkably similar to the responses of the past five years. Also consistent with responses from past years were those characteristics receiving the least number of "outstanding" responses. They were: Grades, Marks, or

Promotion Policy, School Rules, Regulations, and Discipline, and Laboratory Facilities. It is interesting to note that Laboratory Facilities was separated out for the first time two years ago and has continued to receive a low number of "outstanding" responses.

TABLE 1
DISTRIBUTION OF "OUTSTANDING" RESPONSES
FOR HIGH SCHOOL CHARACTERISTICS

CHARACTERISTICS	"OUTSTANDING" RESPONSES	
	Number	Percent
Athletic & Recreation Facilities	1,127	35.2
Counseling and Guidance Services	1,087	33.9
Library, Learning Center Facilities	956	29.8
Vocational Training	941	29.4
Quality of Instruction	799	24.9
Variety of Courses	665	20.7
Special Help for Students	661	20.6
School Rules, Regulations, & Discipline	592	18.5
Laboratory Facilities	476	14.8
Grades, Marks, Promotion Policy	449	14.0
Overall High School Experience	870	27.1

Table 2 presents the "poor" responses to the high school characteristics. As was true for the past five years, Quality of Instruction, Grades, Marks, or Promotion Policy, and Vocational Training received the fewest "poor" ratings. School Rules, Regulations, and Discipline, Laboratory Facilities, and Counseling and Guidance Services, received the highest number of "poor" ratings.

TABLE 2
DISTRIBUTION OF "POOR" RESPONSES
FOR HIGH SCHOOL CHARACTERISTICS

CHARACTERISTICS	"POOR" RESPONSES	
	Number	Percent
School Rules, Regulations, & Discipline	896	27.9
Laboratory Facilities	651	20.3
Counseling and Guidance Services	481	15.0
Library, Learning Center Facilities	411	12.8
Special Help for Students	396	12.4
Athletic & Recreation Facilities	368	11.5
Variety of Courses	358	11.2
Vocational Training	264	8.2
Grades, Marks, Promotion Policy	247	7.7
Quality of Instruction	187	5.8
Overall High School Experience	253	7.9

Almost 89 percent of the seniors rated their overall high school experiences as "average" or "outstanding." This represents a positive trend for the last three years. In 1983, 83.4 percent of the seniors rated their overall high school experience as "average" or "outstanding" and last year 87 percent did so. The results for this year compare favorably with the 1981-82 survey results when nearly 90 percent of seniors indicated general satisfaction with their high school experiences. A more complete listing of responses to high school experiences and characteristics may be found in Table 27 of Appendix B.

A comparison of Tables 1 and 2 shows that Counseling and Guidance Services evoked strong responses from the seniors for the sixth year in a row. It ranked second highest in "outstanding" ratings and third highest in "poor" ratings. Even so, 82 percent of the seniors rated Counseling and Guidance Services as "average" or "outstanding." It is also apparent that Laboratory Facilities continues to evoke strong negative responses; it ranked low in "outstanding" ratings and second highest in "poor" ratings.

In an attempt to understand more fully the reasons that Guidance and Counseling elicited such disparate reactions over a lengthy period of time, the responses were cross-referenced with several characteristics of the seniors. It was discerned that one-fourth of those seniors who are unsure of their post high school plans rated Guidance and Counseling as poor while only one-in-ten of those seniors planning to attend college responded the same way.

Further analysis of seniors' evaluation of their high school experiences was conducted by comparing the assessment of respondents from small and large schools. Small schools were identified as schools with 250 students or fewer; large schools had more than 250 students. Table 3 shows the percentages of "outstanding" responses for small and large schools. In several areas, seniors from large schools had greater percentages than those from small schools. In particular, there were considerable differences in the categories of Library, and Learning Center Facilities, and Variety of Courses.

It is interesting to note, however, that students from small schools showed higher percentages of "outstanding" responses for School Rules, Regulations, and Discipline than students from large schools. This may illustrate a tendency of small schools to recognize and accommodate individual students in relation to their behavior and academic progress. On the other hand, seniors from small schools consistently show a lower percentage of "outstanding" responses for Variety of Courses and Quality of Instruction.

TABLE 3
PERCENTAGES OF "OUTSTANDING" RESPONSES FOR
HIGH SCHOOL CHARACTERISTICS FOR LARGE AND SMALL SCHOOLS

CHARACTERISTICS	PERCENTAGE OF "OUTSTANDING" RESPONSES	
	Large School	Small School
Counseling and Guidance Services	36.5	24.7
Athletic & Recreation Facilities	35.7	33.0
Library, Learning Center Facilities	33.3	17.3
Vocational Training	30.7	24.5
Quality of Instruction	27.1	17.2
Variety of Courses	23.5	11.0
Special Help for Students	20.4	21.2
Laboratory Facilities	16.8	7.6
School Rules, Regulations, & Discipline	16.7	24.5
Grades, Marks, Promotion Policy	14.1	13.5
Overall High School Experience	27.9	24.2

Areas of Improvement. Seniors were asked if they felt a need for additional assistance in the four areas of writing, reading, mathematics, and career planning. Table 4 shows that half of the seniors felt a need for more assistance in mathematics and career planning and less than 40 percent indicated a need for assistance in the areas of writing and reading. This year's responses appear to reverse, albeit slightly, an upward trend of seniors expressing a need for additional assistance. In all four areas, the percentage of seniors needing assistance was less than last year's percentage. Of particular note, the percentage of seniors desiring assistance in reading skills dropped from 43.4 percent to 39 percent this year.

TABLE 4
SENIOR EXPRESSED NEED FOR FURTHER
ASSISTANCE IN SELECTED AREAS

TYPE OF ASSISTANCE	NEEDED		NOT NEEDED		TOTAL
	No.	%	No.	%	
Expressing ideas in writing	1,153	37.5	1,924	62.5	3,077
Improving reading skills	1,200	39.0	1,877	61.0	3,077
Improving math skills	1,557	50.3	1,539	49.7	3,096
Deciding on Career/Education	1,557	50.4	1,530	49.6	3,087

Those seniors planning to attend a postsecondary educational institution (technical, business, 2-year or 4-year college) after high school indicated less of a need for assistance in all areas than did those planning to work full-time or those who were undecided about post-graduation plans. These data, presented in Table 5, also reflect the opinion that the greatest need for those seniors planning to work was for additional assistance in career planning. Indeed, the percentage of those seniors needing additional assistance in career planning has steadily increased from 53.6 percent in 1982 to 57.9 percent this year. For those seniors planning schooling beyond high school, the greatest need areas were for improved math skills and additional assistance in career and/or educational planning.

TABLE 5
SENIOR EXPRESSED NEED FOR FURTHER ASSISTANCE IN SELECTED AREAS BY INDICATED POST HIGH SCHOOL PLANS

POST-HIGH SCHOOL PLAN: FURTHER SCHOOLING					
	NEEDED		NOT NEEDED		
TYPE OF ASSISTANCE	No.	%	No.	%	TOTAL
Expressing ideas in writing	709	35.7	1,275	64.3	1,984
Improving reading skills	729	36.8	1,253	63.2	1,982
Improving math skills	961	48.3	1,029	51.7	1,990
Deciding on Career/Education	937	47.1	1,051	52.9	1,988
POST-HIGH SCHOOL PLAN: FULL-TIME JOB OR DON'T KNOW					
	NEEDED		NOT NEEDED		
TYPE OF ASSISTANCE	No.	%	No.	%	TOTAL
Expressing ideas in writing	373	42.1	512	57.9	885
Improving reading skills	390	43.9	498	56.1	888
Improving math skills	463	52.8	414	47.2	877
Deciding on Career/Education	518	57.9	377	42.1	895

As a student's yearly household income increased, the need for assistance in all areas decreased. More than half of those seniors whose annual yearly household income was less than $25,000 indicated that they needed assistance in improving math skills and deciding on career or continuing education. These data are presented in Table 6. It should be noted, however, that the need for help in improving math skills and deciding on future career or educational plans is evident for a significant percentage of students, irrespective of family income.

More detail on need for assistance by varied levels of annual household income is presented in Appendix B, Table 28.

TABLE 6
SENIOR EXPRESSED NEED FOR FURTHER ASSISTANCE
IN SELECTED AREAS BY HOUSEHOLD INCOME

EXPRESSED NEED FOR ASSISTANCE IN:	ANNUAL HOUSEHOLD INCOME					
	UNDER $25,000		$25,000 TO $40,000		OVER $40,000	
	No.	%	No.	%	NO.	%
Expressing ideas in writing	338	43.8	251	34.7	461	32.4
Improving reading skills	351	45.5	270	37.3	482	33.8
Improving math skills	413	53.5	365	50.4	637	44.7
Deciding on Career/Education	392	50.8	359	49.6	668	46.9

C. Postsecondary Plans

A number of questions regarding postsecondary plans were posed to the seniors, and based upon the responses, the seniors were divided into two groups, those planning educational pursuits and those not. Those planning some form of education were then asked to respond to additional questions which will be discussed later in this report beginning on page 19.

The responses to the question concerning the post high school plans of seniors are contained in Table 7. The percentage of those planning to continue with some form of postsecondary education has been increasing for several years. In 1980, 56.5 percent of the seniors indicated that they wished to continue their formal education. This year the percentage is 63.7.

The number of seniors not planning any postsecondary education was 1,162, or 36.3 percent of the total respondents. However, it should be noted that this number includes 288 students who did not know what they were going to do, so the number of students actually involved in postsecondary education could increase.

TABLE 7
DISTRIBUTION OF SENIORS BY
MOST LIKELY ACTIVITY AFTER HIGH SCHOOL

ACTIVITY	NUMBER	PERCENT
Attend a 4-Year College	1,471	45.9
Attend a 2-Year College	328	10.2
Attend a Vocational/Technical School	245	7.6
Enter Into Apprentice Training	78	2.4
Become a Full-Time Homemaker	25	0.8
Join the Military	153	4.8
Get a Full-Time Job	387	12.1
Don't Know Yet	288	9.0
Other	231	7.2
Total	3,206	100.0

D. Similarities and Differences Between Those Seniors Planning Postsecondary Education and Those Who Are Not

Sex. In examining the plans of the seniors and differentiating by sex, as presented in Table 7, one can see that certain activities are more likely for one sex than the other. For instance, close to 70 percent of female seniors intend to enroll in some form of postsecondary education, while almost 60 percent of male seniors have the same intention. A larger difference can be seen when focusing upon 2-year or 4-year postsecondary institutions; 63.3 percent of female seniors intend to enroll in either a 2-year or 4-year college, while only 49.4 percent of the male seniors express the same desire.

TABLE 8
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY SEX OF RESPONDENT

ACTIVITY	MALE		FEMALE	
	No.	%	No.	%
Attend a 4-Year College	672	41.0	790	51.0
Attend a 2-Year College	137	8.4	190	12.3
Attend a Vocational/Technical School	158	9.7	83	5.4
Subtotal	967	59.1	1,063	68.7
Enter Into Apprentice Training	56	3.4	22	1.4
Become a Full-Time Homemaker	5	0.3	20	1.3
Join the Military	129	7.9	24	1.6
Get a Full-Time Job	201	12.2	182	11.7
Don't Know Yet	165	10.1	123	8.0
Other	114	7.0	113	7.3
Subtotal	670	40.9	484	31.3
Total	1,637	100.00	1,547	100.0

Race. The race of the senior respondents was a significant factor in determining postsecondary plans. As illustrated in Table 9, 52.4 percent of Alaska Natives intend to pursue some type of postsecondary education, while 63.2 percent and 67.1 percent of Black and Caucasian seniors, respectively, indicated the same desire. The percentage of Alaska Natives intending to pursue some type of postsecondary education has fluctuated during the past several years. In 1982, 42 percent intended to continue their education; that percentage increased to 49 in 1983, and then dropped to 43 percent last year. This year's percentage is the highest since the survey was established. Native seniors, however, continue to have a much higher percentage of undecided responses than any other group.

TABLE 9
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY RACE OF RESPONDENT

ACTIVITY	ALASKA NATIVE		BLACK		CAUCASIAN		ALL OTHERS	
	No.	%	No.	%	No.	%	No.	%
Attend a 4-Year College	174	28.7	44	44.9	1,131	50.5	111	46.0
Attend a 2-Year College	74	12.2	11	11.2	221	9.9	18	7.5
Attend a Vocational-Technical School	70	11.5	7	7.1	149	6.7	19	7.9
Subtotal	318	52.4	62	63.2	1,501	67.1	148	61.4
Enter Into Apprentice Training	22	3.7	0	0	50	2.2	6	2.5
Become a Full-Time Homemaker	2	0.3	2	2.0	19	0.8	2	0.8
Join the Military	44	7.2	7	7.1	94	4.2	7	2.9
Get a Full-Time Job	77	12.7	7	7.1	266	12.0	35	14.5
Don't Know Yet	100	16.5	10	10.2	159	7.1	17	7.1
Other	44	7.2	10	10.2	148	6.6	26	10.8
Subtotal	289	47.6	36	36.8	736	32.9	93	38.6
Total	607	100.0	98	100.0	2,237	100.0	241	100.0

School Size. As illustrated in Table 10, there continues to be a large difference between those seniors planning to continue their formal education beyond high school and those seniors undecided about their future when differentiating by size of school they attend. However, there is a striking increase over last year of the percentage of seniors from small schools who intend to enroll at a 4-year college. Last year that percentage was 26.9 and this year it is 34.3.

TABLE 10
DISTRIBUTION OF SENIORS BY MOST LIKELY ACTIVITY
AFTER HIGH SCHOOL AND BY SIZE OF SCHOOL IN
WHICH THE SENIOR IS ENROLLED

ACTIVITY	LARGE SCHOOLS		SMALL SCHOOLS	
	No.	%	No.	%
Attend a 4-Year College	1,228	49.1	243	34.3
Attend a 2-Year College	237	9.5	91	12.8
Attend a Vocational-Technical School	176	7.0	69	9.7
Subtotal	1,641	65.6	403	56.8
Enter Into Apprentice Training	59	2.4	19	2.7
Become a Full-Time Homemaker	22	0.9	3	0.4
Join the Military	105	4.2	48	6.8
Get a Full-Time Job	313	12.5	74	10.4
Don't Know Yet	173	6.9	115	16.3
Other	186	7.5	47	6.6
Subtotal	858	34.4	306	43.2
Total	2,499	100.0	709	100.0

Household Income. Annual household income continues to relate strongly to specific postsecondary plans of the seniors over the past several years. A comparison was made of the responses of those seniors from households with annual incomes of less than $25,000, $25,000 to $40,000, and more than $40,000. The results of this comparison are presented in Table 11. As household income increases, so does the tendency of seniors to pursue postsecondary activities at a 4-year college. This, however, does not hold true for attendance at 2-year colleges or vocational/technical schools. In fact, in general the higher the household income, the less likely it is for seniors to attend vocational/

technical schools. Also, as household income increases, uncertainty about postsecondary plans decreases. Almost 15 percent of those seniors whose household incomes were less than $25,000 indicated that they did not know what they intended to do after graduation, while considerably less than 10 percent of those students from households in higher income brackets expressed the same uncertainty.

TABLE 11
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY ANNUAL HOUSEHOLD INCOME

ACTIVITY	INCOME UNDER $25,000		$25,000-$40,000		OVER $40,000	
	No.	%	No.	%	No.	%
Attend a 4-Year College	255	33.0	305	42.1	816	57.3
Attend a 2-Year College	82	10.6	84	11.6	127	8.9
Attend a Vocational-Technical School	71	9.2	68	9.4	76	5.3
Subtotal	408	52.8	457	63.1	1,019	71.5
Enter Into Apprentice Training	23	3.0	22	3.0	30	2.2
Become a Full-Time Homemaker	8	1.0	6	0.8	6	0.4
Join the Military	53	6.9	25	3.5	55	3.9
Get a Full-Time Job	109	14.1	101	14.0	141	9.9
Don't Know Yet	115	14.9	54	7.5	83	5.8
Other	56	7.3	59	8.1	90	6.3
Subtotal	364	47.2	267	36.9	405	28.5
Total	772	100.0	724	100.0	1,424	100.0

Grades Earned. The seniors were asked to indicate what their grades had been in high school, whether they had earned mostly A's, mostly B's, mostly C's, or mostly below C's.

As one might suspect, and consistent with surveys from the past three years, those seniors who earned mostly A's and B's indicated their intention to pursue postsecondary education far more frequently than those earning lower grades. As Table 12 indicates, over 83 percent of those seniors earning mostly A's planned to go on for more schooling, while considerably smaller percentages are evident for seniors with lower grades. There is, however, a steady upward trend of seniors with lower grades planning to attend postsecondary institutions. For instance, the percentage of seniors earning mostly C's planning to attend 4-year colleges increased from 18.2 in 1982 to 24.0 this year. For seniors earning grades below C, the percentage change was from 5.4 to 10.3.

TABLE 12
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY GRADES EARNED IN HIGH SCHOOL

ACTIVITY	A's		B's		C's		Below C's	
	No.	%	No.	%	No.	%	No.	%
Attend a 4-Year College	423	75.2	770	54.4	258	24.0	12	10.3
Attend a 2-Year College	33	5.9	145	10.2	135	12.5	10	8.6
Attend a Vocational/Technical	11	2.0	85	6.0	132	12.3	14	12.1
Subtotal	467	83.1	1,000	70.6	525	48.8	36	31.0
Enter Into Apprentice Training	1	0.2	34	2.4	40	3.7	3	2.6
Become a Full-Time Homemaker	4	0.7	10	0.7	8	0.7	3	2.6
Join the Military	9	1.6	42	3.0	88	8.2	13	11.2
Get a Full-Time Job	28	5.0	126	8.9	204	19.0	25	21.5
Don't Know Yet	27	4.8	105	7.4	136	12.6	19	16.4
Other	26	4.6	99	7.0	75	7.0	17	14.7
Subtotal	95	16.9	416	29.4	551	51.2	80	69.0
Total	562	100.0	1,416	100.0	1,076	100.0	116	100.0

Occupational Choice. Seniors were asked to choose a first and second occupational preference from a list of 58 technical and professional occupations. Business Management and Education, are solidly the most popular choices by the seniors. It is important to recognize, however, that Computer Programming has dropped considerably in popularity since last year and Social Sciences has appeared for the first time. The top four choices in descending order of popularity, were:

First Preference	Second Preference
Business Management	Business Management
Education	Education
Business and Commerce, General	Computer Programming
Aviational Associated Careers	Social Sciences

The occupational preferences varied quite markedly between the sexes, with the exception of Business Management. The male seniors preferred the more technical and trade occupations while the female seniors tended to be more divergent in their plans. The top four choices, in descending order of popularity, for male and female seniors were:

Male Seniors	Female Seniors
Business Management	Business Management
Automotive Repair	Education
Aviational Associated Careers	Accounting
Carpentry	Social Sciences

A further analysis was conducted to relate occupational preference to race of respondent. As in the past, it is difficult to discern particular patterns of occupational preference based upon race. Indeed, for Black, Hispanic, and Oriental students, no clear preference for occupational choices was evident. The top choices for Alaska Native and Caucasian seniors were:

Alaska Native	Caucasian
Business Management	Business Management
Aviation Associated Careers	Education
Carpentry	Social Sciences
Accounting	Business and Commerce, General

E. Seniors Planning Postsecondary Education.

A separate portion of the survey was devoted to obtaining more information about those seniors planning to pursue postsecondary education. Although the number of seniors indicating plans to attend school immediately after graduation was fairly consistent at about 2,030 in response to a number of cross-check items (such as income levels, sex, and race), the total number of seniors responding to specific questions on schooling increased to 2,534. This increased figure is assumed to include not only those seniors with firm post high school plans, but also a number who were undecided and were responding in a suppositional manner. That is, suppose I were to attend, then how would I answer?

State of Attendance. Seniors were asked to indicate the state in which they planned to pursue their postsecondary education. The trend that Alaska is increasingly becoming a more popular choice appears to have reversed. In 1979-80, 31 percent of the high school seniors indicated that they planned to pursue their postsecondary education in Alaska. That percentage increased to 36.5 percent in 1980-81, 40.6 percent in 1981-82, and 42.7 percent in 1982-83. Last year the percentage dropped to 40.2 percent and this year showed a precipitous decline to 35 percent. Table 13 provides detailed information regarding where the students intend to pursue their postsecondary education activities. As in previous years, California, Washington and Oregon are the most popular states for those seniors who intend to enroll in institutions out of-state.

TABLE 13
DISTRIBUTION OF SENIORS BY
INTENDED STATE OF POSTSECONDARY ATTENDANCE

STATE	NUMBER	PERCENT
Alaska	889	35.0
California	339	13.3
Washington	296	11.7
Oregon	179	7.1
Arizona	107	4.2
Colorado	99	3.9
Texas	60	2.4
Hawaii	55	2.2
Idaho	55	2.2
Utah	32	1.3
Montana	23	0.9
Other*	400	15.8
Total	2,534	100.0

* Including foreign countries.

When the intended state of attendance was cross-referenced with the seniors' grades in high school, no single state seemed to draw heavily from any particular grade group.

The distribution for a few selected states is presented on a percentage basis in Table 14. It appears that those seniors electing attendance in Alaska are heavily represented by those earning mostly B's and C's while in high school, but this distribution is largely due to the normal distribution of all seniors (also presented in Table 14).

TABLE 14
PERCENTAGE DISTRIBUTION OF SENIORS BY SELECTED STATES OF PLANNED ATTENDANCE AND BY GRADES EARNED IN HIGH SCHOOL

SENIORS' GRADES	ALASKA	WASHINGTON	OREGON	CALIFORNIA	ARIZONA	ALL SENIORS
Mostly A's	14.2	24.3	17.3	27.1	17.8	19.6
Mostly B's	47.3	49.1	58.1	44.5	52.3	47.8
Mostly C's	35.9	24.2	23.5	26.3	26.2	30.1
Below C's	2.6	2.4	1.1	2.1	3.7	2.5
Total	100.0	100.0	100.0	100.0	100.0	100.0

Another way of examining these same data is to compare Alaska's drawing power, within the grade distribution of seniors, to the drawing power of "outside." This is presented in Table 15 and differs from Table 14 in that the question addressed in Table 15 is: of those seniors earning mostly A's (or B's, C's, etc.), how many plan schooling in Alaska; while the question in Table 14 is: of those seniors planning schooling in Alaska, how many earned mostly A's (or B's, C's, etc.)? In the analysis which led to Table 15, it was discovered that 74.5 percent of the seniors earning mostly A's in high school who planned postsecondary attendance, planned it for "outside" of Alaska. It should be noted that this

continues to reverse a trend where the percentage had been declining. In 1980-81, 83.7 percent of the seniors earning mostly A's planned postsecondary education "outside" of Alaska, in 1981-82 the percentage dropped to 69.8 and in 1982-83 the percentage was 66.5. Last year, however, 72.6 percent of the seniors indicated a desire to attend school "outside" of the State.

TABLE 15
PERCENTAGE DISTRIBUTION OF SENIORS BY
GRADES EARNED IN HIGH SCHOOL AND BY
PLANNED POSTSECONDARY ATTENDANCE IN OR OUT OF ALASKA

SENIORS' GRADES	ALASKA	OUT-OF-STATE	TOTAL
Mostly A's	25.5	74.5	100.0
Mostly B's	34.7	65.3	100.0
Mostly C's	41.8	58.2	100.0
Below C's	36.5	63.5	100.0

It is important to try to understand why those seniors earning mostly A's plan to attend postsecondary institutions outside of the state. Although a more detailed presentation is found later in this report, the survey contained a question which asked the seniors to indicate which factors were important in their decisions about institutions. Of those seniors who earned mostly A's and intended to enroll in an institution "outside" of Alaska, the most important reason was the Availability of Program followed closely by Reputation or Prestige of the School. This finding parallels very closely the research regarding "brain drain" in other states. As noted in previous reports, Maryland provides a good example of that research. The Maryland State Board for Higher Education conducts an annual survey of high school seniors who were semi-finalists in the National Merit and National Achievement competition. They find that the

most important factor in college choice cited by students going out of state is Institutional Reputation. Having a quality program in the student's major is the second most important reason.

In New Jersey, many of the seniors with out-of-state postsecondary preferences had levels of academic achievement which were higher than those who desired to remain in the state.

When addressing the question of "brain drain" then, we find that a higher percentage of Alaska's higher-grade-earning seniors are indeed looking "outside" for their postsecondary schooling. This is, however, not unlike the experiences of other states.

Alaska Attendance. When asked which institution in Alaska they planned to attend, 37 percent of the responding seniors indicated the University of Alaska-Fairbanks, followed by the University of Alaska-Anchorage, with 18 percent. The responses to this question are presented in Table 16.

The fourth and sixth most popular institutional choices of the seniors were the Alaska Vocational-Technical Center in Seward and the Alaska Business College in Anchorage, respectively. This pattern is consistent over several years and the survey continues to show that these two institutions, which are dedicated to preparing persons for employment in selected occupational and career fields, have strong drawing power.

TABLE 16
DISTRIBUTION OF SENIORS BY
CHOICE OF ALASKAN POSTSECONDARY INSTITUTION

INSTITUTION	NUMBER	PERCENT
Anchorage Community College	120	12.6
Chukchi Community College	1	0.1
Islands Community College	1	0.1
Kenai Peninsula Community College	25	2.7
Ketchikan Community College	5	0.5
Kodiak Community College	2	0.2
Kuskokwim Community College	22	2.3
Matanuska-Susitna Community College	4	0.4
Northwest Community College	3	0.3
Prince William Sound Community College	3	0.3
Tanana Valley Community College	12	1.3
Extension Center Near Home	2	0.2
Community College Subtotal	200	21.0
University of Alaska-Anchorage	171	18.0
University of Alaska-Fairbanks	348	36.6
University of Alaska-Juneau	20	2.1
University Center Subtotal	539	56.7
Alaska Bible College	11	1.2
Alaska Pacific University	50	5.3
Sheldon Jackson College	25	2.6
Private College Subtotal	86	9.1
Alaska Business College	44	4.6
Alaska Vocational-Technical Center in Seward	50	5.3
Trade, Technical Schools	17	1.8
Hutchison Career Center	8	0.8
Kotzebue Technical Center	7	0.7
Occupational School Subtotal	126	13.2
Total	951	100.0

Reasons for Institutional Choice. Why a senior chooses to attend a particular institution is a question of great interest to those persons involved in postsecondary education. The seniors were asked to indicate, from a list of 16 possible reasons, which factors were important in their decisions about institutions. The seniors were to pick the two most important reasons and also the least important reason affecting the choice of the postsecondary institution they planned to attend.

The most important reasons for institutional choice were Availability of Program, Reputation or Prestige of School, and Closeness to Home. This was followed closely by Geographic Location and Low Tuition and Living Expenses. Availability of Program stands out because of the large number of seniors indicating it as the most important reason for attending school. (See Table 17.) Also, it has continued to be the top choice since 1978. The least important determinants of college selection for the seniors were Friends Will be There, Religious Atmosphere, and Close to Home.

TABLE 17
REASONS FOR SELECTING A
POSTSECONDARY EDUCATIONAL INSTITUTION

REASON	MOST IMPORTANT		SECOND MOST IMPORTANT		LEAST IMPORTANT	
	Number	Percent	Number	Percent	Number	Percent
Availability of Program	470	20.6	232	9.7	58	2.5
Reputation or Prestige of School	318	14.0	226	9.5	117	5.0
Close to Home	261	11.5	279	11.6	276	11.7
Geographic Location	257	11.3	350	14.6	215	9.1
Low Tuition and Living Expenses	229	10.0	231	9.7	159	6.7
Encouragement from Parents/Relatives	196	8.6	207	8.7	104	4.4
Availability of Jobs While in School	94	4.1	116	4.9	105	4.5
Intercollegiate Athletics	74	3.2	81	3.4	113	4.8
Availability of Financial Aid	72	3.2	123	5.2	65	2.8
Religious Atmosphere	71	3.1	49	2.1	293	12.4
Intramural Athletics	68	3.0	87	3.6	138	5.9
Encouragement from Teachers	51	2.2	66	2.8	68	2.9
Friends Will Be There	47	2.1	193	8.1	344	14.5
Encouragement from College Representatives	28	1.2	41	1.7	42	1.8
Sororities/Fraternities	24	1.1	58	2.4	203	8.6
Availability of College Housing	19	0.8	48	2.0	57	2.4
Total	2,279	100.0	2,387	100.0	2,357	100.0

To understand further the reasons why students attend in-state or out-of-state institutions, institutional choice was cross-referenced with the state of planned attendance, the results of which are presented in Table 18. Also, those factors affecting choice were further analyzed on an in-state basis. A cross-tabulation was run between reasons for institutional choice and Alaskan institution indicated. The results of those data for selected institutions are shown in Table 19.

A very consistent pattern exists among those seniors who intend to enroll out-of-state. A major reason for institutional choice was Availability of Program, except for California where Reputation of School was important and Hawaii where Geographic Location was a predictable choice.

For those students attending institutions within the state, the principal factors affecting institutional selection were Low Tuition, Closeness to Home, and Availability of Program.

TABLE 18
REASONS FOR SELECTING A POSTSECONDARY
EDUCATIONAL INSTITUTION DISTRIBUTED BY STATE

STATE	PRIMARY REASON	SECONDARY REASON
Alaska	Close to Home	Close to Home
California	Reputation of School	Geographic Location
Washington	Availability of Program	Geographic Location
Oregon	Availability of Program	Geographic Location
Arizona	Availability of Program	Geographic Location
Hawaii	Geographic Location	Geographic Location

TABLE 19
REASONS FOR SELECTING A PARTICULAR
ALASKAN POSTSECONDARY EDUCATIONAL INSTITUTION

INSTITUTION	PRIMARY REASON	SECONDARY REASON
U of AK-Fairbanks	Low Tuition and Expenses	Close to Home
U of AK-Anchorage	Close to Home	Close to Home
U of AK-Juneau	Close to Home	Financial Aid
All Community Colleges	Close to Home	Close to Home
Alaska Pacific University	Encouragement from Friends/Relatives	Close to Home
Sheldon Jackson	Availability of Program	Friends Will Be There
Alaska Business College	Availability of Program	Close to Home
Alaska Vocational-Technical Center	Availability of Program	Close to Home

Familiarity with Financial Aid. The seniors were asked about their familiarity with, and intent to use, various types of financial aid available for postsecondary education. As one can see in Table 20, the program with which the seniors were most familiar (when combining familiarity with intent to use) is the Alaska State Student Loan Program. Over 80 percent of the students responding to this survey are aware of the program.

TABLE 20
SENIORS' FAMILIARITY WITH AND INTENDED
USE OF SELECTED FINANCIAL ASSISTANCE PROGRAMS

PROGRAMS	FAMILIAR WITH		INTEND TO USE		Total Percentage
	Number	Percent	Number	Percent	
Pell Grant	489	15.3	182	5.7	21.0
GSL (Guaranteed Student Loan)	985	30.7	333	10.4	41.1
Alaska State Student Loan	1,118	34.9	1,585	49.4	84.3
Native Corporation Assistance	744	23.2	179	5.6	28.8
JTPA (Job Training Partnership Act)	405	12.6	62	1.9	14.5
BIA (Bureau of Indian Affairs)	666	20.8	120	3.7	24.5
ROTC (Reserved Offices Training Corps)	1,550	48.4	125	3.9	52.3
SEIG (State Educational Incentive Grant)	446	13.9	74	2.3	16.2

AMENDED

Plans to Return to Alaska. Those seniors planning postsecondary education out-of-state were asked if they planned to return to Alaska after completing their schooling. In 1983-84, 65.7 percent indicated that they planned to return to Alaska. That percentage has decreased to 61.8 percent this year. For the past several years, there was a strong relationship between the distance one intends to go away from the state and the intention to return after schooling. However, that relationship has weakened considerably as indicated by the regional distribution presented in Table 21.

TABLE 21
DISTRIBUTION OF SENIORS PLANNING ATTENDANCE "OUTSIDE" BY REGION OF ATTENDANCE* AND BY INTENTION TO RETURN TO ALASKA AFTER SCHOOLING

REGION OF PLANNED ATTENDANCE	PERCENT PLANNING TO RETURN TO ALASKA
Northwest	70.0
South	61.3
West	60.4
Midwest	60.2
Northeast	60.2
Southwest	55.3
East	52.0
Southeast	38.9

* REGIONS: Northwest: WA, OR, ID, MT; West: CA, HI, NV, UT, CO, WY; Southwest: AZ, NM, TX, OK; Midwest: ND, SD, NE, KS, MN, WI, MI, IA, MO, IL, IN, OH; South: FL, GA, AL, MS, LA, AR; Southeast: VA, NC, SC, TN, KY; East: PA, NJ, MD, DE, WV, DC; Northeast: ME, VT, NH, NY, MA, CT, RI.

SUMMARY

Alaska's high school seniors have now responded to eight consecutive annual surveys. Responses have been generally consistent over this period, and support the following conclusions.

1. Most seniors are generally quite satisfied with their high school experiences. Those particular areas which have received the highest number of "outstanding" marks are Counseling and Guidance Services and Athletic and Recreational Facilities. During the past several years, there has been a positive trend of the percentage of seniors expressing satisfaction with their overall high school experience and this year that percentage has reached 89 percent.

2. Seniors from small schools continue to be less satisfied with their high school experience as seniors from large schools. This is particularly evident when considering Variety of Courses and Library and Learning Center Facilities.

3. Regardless of whether they plan to pursue further schooling, many seniors feel that they need assistance in improving mathematics skills and in developing career or educational plans.

4. Those seniors who have higher household incomes and who earn higher grades are more likely to plan schooling beyond high school than are other seniors.

5. Proportionately, considerably fewer seniors from small schools plan to attend 4-year colleges than seniors from large schools. Also, a much larger percentage of seniors from small schools are undecided about what they plan to do after graduation than seniors from large

schools. There is, however, a considerable increase over last year of the percentage of seniors from small schools who intend to enroll at a 4-year college.

6. The percentage of students who choose to remain in Alaska for postsecondary education has declined for the second year in a row. California, Washington, Oregon and Arizona are the most popular states for those seniors who intend to enroll in institutions out-of-state.

7. There does not seem to be a direct correlation between grades earned in high school and geographic choice. Although many students in all grade categories are drawn "outside," the tendency to plan out-of-state attendance is highest among those seniors who earned mostly A's in high school. Institutional Reputation and Availability of Programs are the reasons that "A" students cite for choosing their schools. Other states have reported similar propensities among their higher-grade-earning seniors.

8. Regardless of the grades they earned in high school, seniors choose particular out-of-state educational institutions primarily because of the availability of certain programs. Students choose particular Alaskan institutions because of proximity, and program availability.

9. The University of Alaska's Fairbanks and Anchorage campuses continue to be the top choices for those students who remain in Alaska for further schooling; again this year over 50 percent of in-state students indicated that they plan to attend one of these institutions.

10. Approximately 13 percent of students remaining in Alaska plan to attend vocational/technical and private proprietary schools. Those institutions with the greatest drawing power are Alaska Business College in Anchorage and Alaska Vocational-Technical Center in Seward.

11. Over 65 percent of seniors planning to attend school out-of-state plan to return to Alaska after completing their schooling.

The information from this survey is compiled on an individual high school basis and returned to each participating school. This feedback enables the secondary school officials to better plan or respond to and for the high school students' needs. The information and results are also used on a statewide basis for planning and analysis of postsecondary resources for Alaskans.

APPENDIX A

1984-85 ALASKA HIGH SCHOOL SENIOR SURVEY

Alaska High School Senior Survey
1984-85

This survey is an attempt to find out what you intend to do with your life the first year after graduation. The results of this survey will be used to plan for the growth and development of postsecondary education* in Alaska, to coordinate and plan for better financial aid services for Alaskan postsecondary students and to provide for the educational needs of Alaskan high school graduates.

Please answer questions 1 through 12 regardless of what you plan to do after graduation. Students continuing a postsecondary education should also complete questions 13 through 16.

Individual responses will be kept confidential. Please do not identify yourself on the survey. PLACE THE NUMBER OF YOUR RESPONSE IN THE SPACE PROVIDED AT THE RIGHT. Your cooperation is appreciated.

RESPONSE

1. What is your sex? 1. Male 2. Female . . . . . _____

2. How do you describe yourself? (Choose only one) . . . . . _____

   1. Alaskan Native
   2. Black
   3. Caucasian
   4. Hispanic
   5. Oriental
   6. Other

3. What category best describes your total family income? . . . . . _____

   1. Under $15,000
   2. Between $15,000 and $25,000
   3. Between $25,000 and $40,000
   4. Between $40,000 and $50,000
   5. Over $50,000

4. What category best describes your parents' level of education?

RESPONSE (Enter 1, 2, 3, or 4)

Father . . . . . _____
Mother . . . . . _____

   1. did not finish high school
   2. graduated from high school or attained the GED
   3. attended college
   4. graduated from college with at least a bachelor's degree

5. There are a number of financial aid programs offered to Alaskans. Please indicate your familiarity with each program by using the following code.

RESPONSE (Enter 1, 2 or 3)

   1. I am not aware of this financial assistance program.
   2. I am aware of this financial assistance program.
   3. I am aware of this program and plan to use it.

A. Pell Grant Program (BEOG) . . . . . _____
B. GSL (Guaranteed Student Loan Program) . . . . . _____
C. Alaska State Student Loan Program . . . . . _____
D. Native Corporation Student Financial Aid . . . . . _____
E. JPTA (Job Partnership Training Act). . . . . _____
F. BIA (Bureau of Indian Affairs) Financial Assistance . . . . . _____
G. ROTC (Reserve Officer Training Corps) Financial Assistance . . . . . _____
H. SEIG (State Educational Incentive Grant Program) . . . . . _____
I. Other Financial Aid Program (Specify) . . . . . _____

*NOTE: Postsecondary education is defined as any organized education, learning or training experience beyond high school.

PLACE 1 IN THE RESPONSE SPACE FOR "YES" AND 2 FOR "NO" for questions 6 through 8.

RESPONSE (Enter 1 or 2)

6. English is the language most frequently spoken in my home . . . . . _____

7. I have had the following employment experiences:

A. held a regular part-time job while in school . . . . . _____
B. held a full-time job during the summer . . . . . _____
C. participated in work-study or distributive education while in school . . . . . _____
D. supervised the work of others . . . . . _____
E. never worked . . . . . _____

8. I need assistance in the following educational areas:

A. expressing ideas in writing . . . . . _____
B. improving reading speed or comprehension . . . . . _____
C. improving math skills . . . . . _____
D. deciding on a career, occupation or educational plans . . . . . _____

9. Please indicate what grades you received in high school: RESPONSE
(Place the appropriate number in the space provided.) . . . . . _____

1. Mostly A's
2. Mostly B's
3. Mostly C's
4. Mostly below C's

10. Listed below are a number of characteristics of your high school. You are asked to rank each one on how beneficial it has been to you. That is, how well did it contribute to your experience as a student? Please use the following ranking scale and use your own experience for the ranking, not what you have heard from others.

1. Outstanding
2. Average
3. Poor
4. Not provided/Not applicable

RESPONSE (Enter 1, 2, 3 or 4)

A. Variety of courses . . . . . _____
B. Quality of instruction . . . . . _____
C. Counseling or guidance service . . . . . _____
D. Special help or programs for students needing it . . . . . _____
E. School rules, regulations and discipline . . . . . _____
F. Assignment of grades or marks . . . . . _____
G. Athletic or recreational facilities . . . . . _____
H. Library and learning centers . . . . . _____
I. Laboratory facilities . . . . . _____
J. Vocational training (industrial, business, home economics, etc) . . . . . _____
K. Satisfaction with your high school experience overall . . . . . _____

RESPONSE (Enter 1-9)

11. What are you most likely to be doing at this time next year? . . . . . _____
Use the following list to indicate your response. (Choose only one answer.)

1. Do not know yet.
2. Join the military.
3. Get a full-time job.
4. Become a full-time homemaker.
5. Enter into apprentice training.
6. Attend a vocational-technical school.
7. Attend a four-year college.
8. Attend a two-year college.
9. Other: (Please specify) _____

RESPONSE (Enter 10-99)

12. Please indicate by number your first and second occupational choice, choosing from the list in Table A, located on page 4 of this survey.

A. My first occupational choice is . . . . . _____
B. My second occupational choice is . . . . . _____

* IF YOU DO NOT PLAN ANY ADDITIONAL SCHOOLING, THE FOLLOWING QUESTIONS DO NOT NEED TO BE ANSWERED. *

RESPONSE (Enter 1-52)

13. Using the code found in Table B on page 4 of the survey, indicate by number the state in which you plan to attend a postsecondary institution. . . . . _____

RESPONSE (Enter 1-22)

14. If your answer was Alaska in question 13, indicate which Alaskan Institution you plan to attend by using the list in Table C on page 4 of the survey. (If you are not going to school in Alaska, skip this question) . . . . . _____

RESPONSE (Enter 1-17)

15. Regardless of where you are going to school, why have you made that choice? Use the number codes below to select the two most important reasons and the one least important reason for your choice.

A. Most important reason for my selection . . . . . _____
B. Second most important reason for my selection . . . . . _____
C. Least important reason for my selection . . . . . _____

1. Intramural athletics/recreational activities
2. Sororities/fraternities/student organizations on campus
3. Geographic location/weather/climate
4. Encouragement from parents/relatives
5. Encouragement from teachers/principal/counselor
6. Encouragement from college representative
7. Availability of jobs while in school
8. Low tuition and living expenses
9. Reputation or prestige of school
10. Availability of program
11. Availability of financial aid
12. Close to home
13. Religious atmosphere
14. My friends will be there
15. Availability of campus housing
16. Intercollegiate athletic program
17. Other (please specify)

_____

RESPONSE

16. Do you plan to live in Alaska upon completion of your chosen program? 1. Yes 2. No . . _____

TABLE A
LIST OF OCCUPATIONAL CHOICES

Please choose the number of your first and second occupational choice from the list below. Select the occupational area that best fits your goals, and fill in the response blanks on question 12 on page 3 of the survey with the numbers you have selected.

10 Agriculture or Animal Science
11 Forestry Science
12 Forestry Production & Processing
13 Natural Resource Management
14 Fisheries Science
15 Commercial Fishing
16 Seafood Processing
20 Architecture
21 Interior Design
24 Life Science, General (Anatomy, Bacteriology, Biology, Botany, Ecology, Genetics, Marine Biology, Zoology, Etc.)
25 Community or Social Services (Law Enforcement, Fire Protection, Public Administration, Social Work, Parks and Recreation Management, Etc.)
26 Law
27 Social Sciences (Anthropology, Archaeology, Criminology, Economics, History, Political Science, Sociology, Psychology, Etc.)
30 Business & Commerce, General
31 Accounting
32 Advertising
33 Banking
34 Business Management
35 Office Occupations
36 Recreation & Tourism
37 Transportation & Public Utilities
40 Communications, General
41 Journalism
42 Broadcasting (Radio & TV)
43 Advertising
45 Computer & Information Services
46 Computer Programming
48 Computer Systems Analysis
50 Foreign Languages/Humanities
51 Religious Studies/Theology
55 Home Economics/Family Life
60 Trade & Vocational, General
61 Aviation Technology
62 Auto Repair (Engine & Body)
63 Carpentry & Construction
64 Diesel Technology
65 Electricity (House Wiring)
66 Heavy Equipment Operations
67 Welding & Metal Fabrication
68 Cosmetology
69 Aviation Associated Careers (Commercial Pilot, Flight Attendant, Etc.)
75 Elementary and/or Secondary Education
80 Engineering, General
81 Aerospace Engineering
82 Electrical Engineering
83 Mechanical Engineering
85 Fine or Applied Arts, General
86 Commercial Arts
87 Music
88 Drama
90 Health Profession, General
91 Nursing
92 Dentistry
93 Medical, M.D.
94 Chiropractic
95 Mental Health
96 Physical Science, General (Geology, Physics, Oceanography, Mathematics Chemistry, Etc.)
99 Other

TABLE B
LIST OF STATES

Use the following number codes to answer question 13 on page 3 of the survey. (Indicate in which state you plan to attend a postsecondary institution.)

1. Alabama
2. Alaska
3. Arizona
4. Arkansas
5. California
6. Colorado
7. Connecticut
8. Delaware
9. District of Columbia
10. Florida
11. Georgia
12. Hawaii
13. Idaho
14. Illinois
15. Indiana
16. Iowa
17. Kansas
18. Kentucky
19. Louisiana
20. Maine
21. Maryland
22. Massachusetts
23. Michigan
24. Minnesota
25. Mississippi
26. Missouri
27. Montana
28. Nebraska
29. Nevada
30. New Hampshire
31. New Jersey
32. New Mexico
33. New York
34. North Carolina
35. North Dakota
36. Ohio
37. Oklahoma
38. Oregon
39. Pennsylvania
40. Rhode Island
41. South Carolina
42. South Dakota
43. Tennessee
44. Texas
45. Utah
46. Vermont
47. Virginia
48. Washington
49. West Virginia
50. Wisconsin
51. Wyoming
52. Foreign

TABLE C
ALASKAN POSTSECONDARY INSTITUTIONS

Use the following number codes to answer question 14 on page 3 of the survey. (Indicate which Alaska institution you plan to attend.)

1. Alaska Bible College
2. Alaska Business College
3. Alaska Pacific University
4. Alaska Vocational-Technical Center at Seward
5. Anchorage Community College
6. Chukchi Community College
7. Extension Center Near Home
8. Hutchison Career Center
9. Islands Community College
10. Kenai Peninsula Community College
11. Ketchikan Community College
12. Kodiak Community College
13. Kotzebue Technical Center
14. Kuskokwim Community College
15. Matanuska-Susitna Community College
16. Northwest Community College
17. Prince William Sound Community College
18. Sheldon Jackson College
19. Tanana Valley Community College
20. Technical Institute, Business or Trade School
21. University of Alaska, Anchorage
22. University of Alaska, Fairbanks
23. University of Alaska, Juneau

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APPENDIX B

SELECTED DATA TABLES

TABLE 22
DISTRIBUTION OF SENIORS BY SEX

SEX	NUMBER	PERCENT
Male	1,637	51.0
Female	1,547	48.3
No Response	22	0.7
TOTAL	3,206	100.0

TABLE 23
DISTRIBUTION OF SENIORS BY RACE

RACE	NUMBER	PERCENT
Alaska Native	607	18.9
Black	98	3.1
Oriental	60	1.9
Caucasian	2,237	69.7
Hispanic	50	1.6
Other	131	4.1
No Response	23	0.7
TOTAL	3,206	100.0

TABLE 24
DISTRIBUTION OF SENIORS BY
ANNUAL HOUSEHOLD INCOME

ANNUAL INCOME	NUMBER	PERCENT
Under $15,000	379	11.8
$15,000 to 25,000	393	12.3
$25,000 to 40,000	724	22.5
$40,000 to 50,000	515	16.1
$50,000 or over	909	28.4
No Response	286	8.9
TOTAL	3,206	100.0

TABLE 25
DISTRIBUTION OF SENIORS
BY PRIMARY HOME LANGUAGE

PRIMARY SPOKEN HOME LANGUAGE	NUMBER	PERCENT
English	2,926	91.3
Other	237	7.4
No Response	43	1.3
TOTAL	3,206	100.0

TABLE 26
DISTRIBUTION OF SENIORS
BY WORK EXPERIENCE

TYPE OF WORK	YES		NO		NO RESPONSE		TOTAL	
	No.	%	No.	%	No.	%	NO.	%
Part-Time Job	2,201	68.6	938	29.3	67	2.1	3,206	100.0
Full-Time Summer Job	2,293	71.5	840	26.2	73	2.3	3,206	100.0
Work Study	881	27.5	2,172	67.7	153	4.8	3,206	100.0
Supervised Others	1,242	38.7	1,817	56.7	147	4.6	3,206	100.0
No Work Experience	350	10.9	2,614	81.6	242	7.5	3,206	100.0

TABLE 27
DISTRIBUTION OF SENIORS BY RATING
OF SELECTED HIGH SCHOOL CHARACTERISTICS

HIGH SCHOOL CHARACTERISTIC	SENIOR RATING					
	OUTSTANDING		AVERAGE		POOR	
	No.	%	No.	%	No.	%
Variety of Courses	665	20.7	2,123	66.2	358	11.2
Quality of Instruction	799	24.9	2,150	67.1	187	5.8
Counseling Services	1,087	33.9	1,499	46.8	481	15.0
Special Help, if Needed	661	20.6	1,730	54.0	396	12.4
School Rules and Discipline	592	18.5	1,620	50.5	896	27.9
Grades, Marks, and Promotion	449	14.0	2,444	76.2	247	7.7
Athletic & Recreation Facilities	1,127	35.2	1,582	49.3	368	11.5
Library & Learning Centers	956	29.8	1,721	53.7	411	12.8
Vocational Training	941	29.4	1,758	54.8	264	8.2
Laboratory Facilities	476	14.8	1,812	56.5	651	20.3
Overall Satisfaction	870	27.1	2,010	62.7	253	7.9

TABLE 28
DISTRIBUTION OF SENIORS BY NEED
FOR ADDITIONAL ASSISTANCE AND BY HOUSEHOLD INCOME

ANNUAL HOUSEHOLD INCOME	AREAS OF ASSISTANCE							
	WRITING		READING		MATHEMATICS		CAREER PLANNING	
	YES	NO	YES	NO	YES	NO	YES	NO
Under $15,000	185	178	196	167	216	148	203	154
$15,000 to $25,000	153	223	155	222	197	185	189	190
$25,000 to $40,000	251	443	270	429	365	337	359	338
$40,000 to $50,000	175	319	196	296	216	280	352	245
$50,000 or over	286	596	286	593	421	465	416	469
No Response	103	165	97	170	142	124	138	134

TABLE 29
DISTRIBUTION OF SENIORS BY GRADES
EARNED IN HIGH SCHOOL AND BY SEX

GRADES	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Mostly A's	223	40.1	333	59.9	556	100.0
Mostly B's	659	46.8	749	53.2	1,408	100.0
Mostly C's	659	61.5	412	38.5	1,071	100.0
Below C's	80	69.6	35	30.4	115	100.0
No Response	16	47.1	18	52.9	34	100.0
TOTAL	1,637	51.4	1,547	48.6	3,184	100.0

TABLE 30
DISTRIBUTION OF SENIORS BY GRADES
EARNED IN HIGH SCHOOL AND BY RACE

GRADES	ALASKA NATIVE		BLACK		CAUCASIAN		OTHER	
	No.	%	No.	%	No.	%	No.	%
Mostly A's	59	9.7	7	10.3	449	20.0	46	19.1
Mostly B's	253	41.7	36	52.9	1,006	45.0	110	45.6
Mostly C's	254	41.9	14	20.6	699	31.2	70	29.0
Below C's	31	5.1	8	11.8	66	3.0	11	4.6
No Response	10	1.6	3	4.4	17	0.8	4	1.7
TOTAL	607	100.0	68	100.0	2,237	100.0	241	100.0

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